

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION  
SUBSTANTIVE PROGRAM APPLICATION  
COMMITTEE RECOMMENDATION**

---

**SUBSTANTIVE PROGRAM APPLICATION**

Southeast Technical College

Associate of Applied Science (AAS) in Behavioral and Mental Health Technician

**COMMITTEE RECOMMENDATION**

The Committee on Academic Affairs and Institutional Effectiveness met on 11/18/2021 to consider the merits of the substantive program application and, if present, review unresolved concerns regarding program duplication.

After review, the Committee makes the following action recommendation to the Board of Technical Education:

- ☒ Approval
- ☐ Disapproval
- ☐ Deferral
- ☐ Other:

## PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	N/A
Program Title	Behavioral and Mental Health Technician
Program Award Level: Check all that apply	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input checked="" type="checkbox"/> Associate of Applied Science
CIP Code (6 Digit)	51.1502- Psychiatric/Mental Health Services Technician
Projected Implementation Date	8/29/2022
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

## SUMMARY

Type of Substantive Change	<input checked="" type="checkbox"/> New Program (B.1.1) <input type="checkbox"/> Significant Curriculum Modification (B.1.2) <input type="checkbox"/> Other:
-------------------------------	--

Describe the change the institution is seeking approval of.

Southeast Technical College (STC) is seeking approval to start a new academic program. The Associate of Applied Science in Behavioral and Mental Health Technician (BMHT) is a partnership between STC and Avera Behavioral Health. The program will prepare students to enter the high demand career field of patient care. The focus of the degree will be to prepare entry level workforce that can support and assist within the mental health arena. The program will allow graduates to provide front line care and assist with leading group discussion, monitoring patients, and providing support. BMHT's are mental health employees who provide hands-on care to individuals with varying degrees of mental illnesses and/or developmental disabilities. BMHT's perform a vital, front-line function in all healthcare settings as they observe, treat and interact with patients.

## CRITERION 1: MISSION

---

The program aligns with the system's mission and strategic priorities.

1.1. The program aligns with the system's mission of preparing a technically skilled workforce prepared to serve the state of South Dakota and its regions.

*1.2. The program aligns with the system's strategic priorities.*

1.1. Describe how the proposed program aligns with the system's mission.

The mission of Southeast Technical College (STC) is to work with industry to train and prepare students to enter high demand career fields. The Behavioral and Mental Health Technician Associate's program will allow STC to meet the growing demand for skilled medical technicians to assist with patient care. Working closely and in concert with our industry partners STC can identify workforce needs. The attached proposal for the Behavioral and Mental Health program will assist in filling a much-needed workforce need in South Dakota and provide our healthcare partners with another resources to meet the critical demand needs for mental health professionals with our communities.

## CRITERION 2: DEMAND

---

The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

This is not an emerging career field.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

Lake Area Technical College offers an Associate's degree in Human Services Technician with an emphasis in Mental Health/Activity Technician. Per the Board of Technical Education's FY22 Enrollment Report, LATC has an average enrollment of 71 students in their program over the last four academic years.

Mitchell Technical College offers an Associate's degree in Human Services Technician. Per the Board of Technical Education's FY22 Enrollment Report, MTC has an average enrollment of 32 students in their program over the last four academic years.

University of South Dakota offers undergraduate programs in Psychology, Public Health, and Social Work.

Northern State University offers undergraduate programs in Pre-Social Work, Psychology, and Sociology.

South Dakota State University offers undergraduate programs in Psychology- Teaching Specialization and Sociology.

Black Hills State University offers undergraduates programs in Psychology, Social Sciences, and Sociology.

- B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

- ☒ Unmet Demand (C.5.1.1)  
☒ Industry Partnership (C.5.1.2)

- ☐ Increases Student Access (C.5.1.3)  
☐ Other:

- I. For each condition selected above, provide a brief justification.

STC was approached by Avera Behavior Health Center in the spring of 2021 to jointly develop a Behavioral and Mental Health Technician associate degree level academic program. The degree provide will a career opportunity for individuals who are interested in entering the very high demand field. Avera Behavioral Health Center is a division of Avera Health which has been the leading provider of health services in South Dakota, Minnesota, Iowa, Nebraska, and North Dakota through a network of six regional centers. Avera has 60 years of experience as a leader in behavioral health care in the region. Opened in 2006, the Avera Behavioral Health Center is a state-of-the-art 110-bed psychiatric facility offering both inpatient and outpatient behavioral health care. Specialized inpatient units are available for children, adolescents, adults and senior citizens. This is the only multi-specialty facility within a 200-mile radius of Sioux Falls.

The Avera network covers 35 hospitals, 215 primary and specialty care clinics, 40 senior living facilities in addition to home care and hospice, sports and wellness facilities, and home medical equipment outlets. The partnership between Southeast Tech and Avera will ensure each medical facility is adequately staff with highly qualified and trained mental health professionals. At present Avera Behavioral Health is the only residential treatment facility in South Dakota providing

At present the behavioral health industry is experiencing tremendous need for technicians to assist with meeting the needs of the community as they are seeing a significant increase in patients and individuals with mental health needs.

### CRITERION 3: DESIGN

---

The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- ☒ Yes  
☐ No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

N/A

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

#### Technical Outcomes

- Produce quality patient care techniques in mental and behavior health settings
- Observe and document patient physical condition and well-being

#### Problem solving/Critical Thinking Outcomes

- Demonstrate safe and effective patient care in mental and behavior health settings
- Recognize changes in patient condition and intervene appropriately

#### Professional Outcomes

- Defend behavioral and mental health care standards

#### Communication

- Articulate interpersonal communication skills effective in mental health-related situations

B. Describe the how the program learning outcomes were developed and validated.

The program learning outcomes were developed after consultation with industry experts and review of abilities and knowledge crucial for Behavioral and Mental Health Technicians. Industry representatives with expertise in

clinical Behavioral and Mental Health education and addiction therapy provided input to the development of program learning outcomes. The program learning outcomes are in alignment with the Southeast Technical College broad student learning outcomes, aligning with the mission and vision of the institution.

STC uses a specific process to develop and validate learning outcomes based on the following six principles.



- Learning outcomes should have two parts: an action verb and a content area. Utilize the action verb to specify the desired student performance followed by a specific description of the course-specific content target.
- Keep statements short and focused on a single outcome. This allows instructors to determine whether or not an objective has been met without having to distinguish between partial completion or complete success.
- To ensure that learning outcomes are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.
- Learning outcomes should be SMART (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).
- Include complex or higher-order learning outcomes when they are appropriate. Most instructors expect students to go beyond memorization of facts and terminology; learning outcomes should reflect instructors' expectations for student performance.
- Utilize learning outcomes as a basis for course preparation. Learning outcomes should match instructional strategies and assessment requirements. To ensure the connection between various course activities, it is useful to construct a table highlighting the relationship.

### 3.2. Describe the program's learning assessment strategy.

- A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees Program Learning Outcomes (PLO) Assessment at STC. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software which allows the college to plan, assess, report, review and improve the program and institutional common learning outcomes. With the Watermark software, all faculty and administrators have immediate access to review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from a variety of reports to make decisions on how students are learning and aides in making decisions on program changes.

Academic programs align all program learning outcomes with the Institutional Common Learning Outcomes (ICLO). The ICLO Plan focuses on tracking students' abilities related to Problem Solving/Critical Thinking, Technical Skills, Professionalism, and Communication. Faculty are supported by Celebrating Learning Team coaches. The Celebrate Learning team is a faculty led committee charged with reviewing each program's PLO plan and providing feedback to each academic program. The PLO Plans articulate the desired learning outcomes to be achieved by the graduates of a program. In addition, required coursework in the program maps to the PLOs. A curriculum map is a chart that illustrates the connections between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The Curriculum Map also indicates to what extent a learning outcome is taught (introduced, reinforced, mastered). The maps assist in identifying redundancies and gaps in the curriculum.

Outcomes 	Courses 					
Digital Media Production Technology (AAS) Learning Out...	COMM ...	DMP 120	DMP 150	DMP 220	DMP 231	DM
<b>Professionalism PLO1</b> Model workplace expectations for Digital Media Professionals.	<b>A</b>	+	+	<b>A</b>	+	
<b>Professionalism PLO2</b> Appraise the strengths & weaknesses of one's/peers' completed work.	+	+	+	<b>A</b>	+	
<b>Technical Skills PLO1</b> Apply appropriate industry software & techniques to meet	+	+	+	+	+	
<b>Key:</b> ✓ Aligned <b>I</b> Introduce <b>R</b> Reinforce <b>M</b> Master <b>A</b> Assessment Activity						

B. Is the program preparation for a professional licensure and/or certification examination?

- ☐ Yes (Detail in Appendix 4: Section 3)  
☒ No

3.3. Describe the program of study by completing Appendix 3.

3.4. Describe the program's work-based learning component.

A. Does the program have a work-based learning component? If so, select all that apply.

- ☐ None                      ☒ Clinical  
☐ Apprenticeship        ☐ Capstone  
☐ Internship or Externship   ☐ Other:

B. If none, describe why.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)<sup>1</sup>. Select all that apply.

- ☒ On Campus                      ☐ Apprenticeship  
☒ Online                            ☐ Other:  
☒ Blended

<sup>1</sup> **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.

**B. Describe how flexible delivery methods are being leveraged to increase student access.**

The delivery method for the Behavioral and Mental Health Technician program is primarily traditional, face-to-face instruction with off-campus clinical and on-campus simulation rotations. STC offers a variety of technology advancements to provide variations in delivery methods if indicated. STC is supported by an information technology team prepared to support faculty in alternative delivery methods to meet student needs. The courses and curriculum are primarily based on theory. Students will study and learn about behavioral and mental illness issues. Their training and development will be for preparing the graduates to lead groups, work with individuals, care for individuals with mental or emotional conditions or disabilities, following the instructions of physicians or other health practitioners. Monitor patients' physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral or injectable medications

#### CRITERION 4: ALIGNMENT

---

The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
  - 4.1.1. Non-degree credential/industry certification
  - 4.1.2. Certificate to diploma
  - 4.1.3. Diploma to associate of applied science
  - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

The core curriculum delivered for students enrolled in the Associate Degree in Behavioral and Mental Health Technician program allows students the opportunity to transition to other health programs if indicated. The general education courses are transferrable within the STC college system. Students may transition to a different program at STC and transfer credits from the BMHT program if other admission criteria are met. The BMHT program aligns with various health care programs at Southeast Technical College to meet the industry needs of our region and enhance versatility in employment for graduates. 16 general education and prerequisite requirements transition into several health programs. The Behavioral and Mental Health Technician AAS Degree is valuable in alignment with various programs and certificates including: Certified Nursing Assistant, Community Health Care Worker Certificate, and Licensed Practical Nursing Diploma.

C. As applicable: Insert any additional comments here.

## CRITERION 5: CAPACITY

The institution demonstrates the internal and external resources necessary to develop, implement, and sustain the program.

- 5.1. The institution demonstrates the financial resources necessary to develop, implement, and sustain the program.
- 5.2. The institution demonstrates appropriately certified and qualified faculty are in place with expertise in content, pedagogy, and related industry to develop and validate the program learning outcomes.
- 5.3. The institution's physical facilities (e.g., classrooms, laboratories) reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.4. The institution's equipment and technology resources reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.5. The institution demonstrates the ability of the program to meet institutional and programmatic accreditation standards, as applicable.

5.1. Describe the institution's financial capacity to develop, implement, and sustain the proposed program.

A. Complete Appendix 5.

B. Describe the proposed program's anticipated local fee structure. Description of fee structure should be specific to the program.

The Behavioral and Mental Health Technician program fee structure will be in alignment with STC's current fee structure. There will not be any additional fees associated with implementing or maintaining the academic program. Total current total tuition is set at \$255.00 per credit. The tuition breakdown includes state tuition of \$124 per credit, State R&M fee of \$6 per credit, State facility fee of \$36 per credit, and local fees totaling \$89 per credit (local institutional fee, student government fee, and local R&M fee). There are no additional fees associated with this program such as program fees associated with this program or delivery of program.

While this is a high demand career field there is not any special equipment or facilities needs to deliver the academic program. All courses are theory-based courses and existing lecture classroom space will be utilized to deliver the curriculum. The program will also be offered in a hybrid and online format to meet the needs of students who may live in a rural area of South Dakota or because of work and family are looking for an alternative delivery method.

C. What is the proposed program weight factor (funding formula)?

- ☒ Standard Cost (1)  
☐ High Cost (3)  
☐ High Cost, Low Density (5)

I. Provide rationale related to the selection of proposed program weight factor.

The proposed program aligns with the state-level guidance for the standard-cost program weight factor. The proposed program does not require extensive overhead in faculty, expansion or renovation of physical facilities, or equipment and technology resources. Further, the program could enroll a large group of students if the demand were present.

D. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Since this is a theory-based program and no new specialized equipment or facilities are needed there is no capital outlay need to launch the program. Current classroom space will be utilized to deliver face-to-face instruction. Classroom schedules will be completed each semester using the current planning process to schedule classes and ensure continuity among all academic programs at STC. Students also could join

classes online and utilize the existing Jenzabar Learning Management System (LMS) which all academic programs utilize at STC. STC will initially utilize adjunct faculty to provide programmatic level instruction. When the program reaches full capacity STC will evaluate the addition of a full-time faculty member to oversee the program based on enrollment numbers, industry trends, and current economic conditions.

Should the program enrollment or income not materialize the program can be terminated with no significant financial loss to STC.

5.2. Describe how the institution will ensure the appropriate certified and qualified faculty are in place with the expertise in content, pedagogy, and the related industry to develop and validate the program learning outcomes.

A. Describe the necessary qualifications of faculty who will be involved in the program.

STC strictly follows the Higher Learning Commission's on highly qualified faculty. Faculty will be required to hold a Master's degree in Psychology or a related academic discipline or a Master's degree plus 18 graduate hours in the field of Psychology. All General Education faculty must hold a Master's degree in field.

In addition, STC is working with USD and Northern to provide academic degree pathways for degree completion options. Both require that STC is hiring faculty who hold a master's degree in field or a master's degree plus 18 graduate hours in field as defined as highly qualified by HLC.

STC has a robust faculty training and development program. All adjuncts hired are required to complete a series of five professional development and training program. The five courses provide training and guidance on use of the LMS, educational pedagogy, assessment at the program and course level, student engagement, classroom management, and use of instructional technology.

All full-time faculty are enrolled in a two-year mentor-based training and development program. The new faculty start their training and development with an intensive two-week training during course. After they are assigned with another full-time faculty mentor who they meet with monthly. The training and development continue throughout the academic year with additional classroom-based training and development.

B. Does the instructorship(s) currently exist in the roster of Instructor Salary Support market value determinations?

- ☒ Yes  
☐ No

I. If no: Describe the SOC(s) codes and titles that will need to be added.

N/A

5.3. Describe the existing and/or new physical facilities that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in physical facilities.

Current facilities at STC will be utilized to deliver the curriculum with students having the option to complete the entire program online. No new facilities will need be constructed and there will be no need for any type of facility renovations to deliver the curriculum.

5.4. Describe the existing and/or new equipment and technology resources that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in equipment and technology resources.

There will not be specialized equipment or technology needed to deliver the curriculum. The current LMS will be utilized to assist in the delivery of this theory-based curriculum both on campus and online.

5.5. Describe the institution's and proposed program's ability to meet institutional and programmatic accreditation standards, as applicable.

A. Specify Higher Learning Commission (HLC) requirements.

- ☒ Notification Only
- ☐ Approval Required
- ☐ None
- ☐ Other:

B. Is there an accrediting or professional organization that has established standards for the program?

- ☐ Yes
- ☒ No

C. If yes: Describe the ability of the proposed program to meet professional accreditation standards. If the program does not or cannot meet those standards, describe the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation. Provide the date by which the program would be expected to be fully accredited.

If the institution does not plan to seek specialized accreditation, provide a rationale for not seeking.

At present there are not specialized accreditation available for this degree program.

## APPENDICES

---

- 2.A. Labor Market Information
- 2.B. Student Demand Projections
- 3. Program of Study
- 4. Alignment Projection
- 5. Financial Projections
- Letters of Support
  - o Avera Behavioral Health Center (Otten)
  - o Avera Behavioral Health Center (Weber)
  - o Mr. Wade Hauglid, MSW, LSCW, ACT
  - o Anne Rieck McFarland Consulting, LLC
  - o LifeScape

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.A: Labor Market Information**

Southeast Technical College  
AAS in Behavioral and Mental Health Technician

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$ 36,823.00	\$ 44,961.00
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	45	1,352	1,603	251	18.6	\$ 44,195.00	\$ 39,850.00
29-2053	Psychiatric Technicians	*	*	*	*	*	*	*
31-1133	Psychiatric Aids	*	*	*	*	*	*	*

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	9,500	327,500	402,600	75,100	23%	\$ 47,660.00	\$ 41,550.00
29-2053	Psychiatric Technicians	2,500	145,600	161,400	15,800	11%	\$ 33,140.00	\$ 31,750.00
31-1133	Psychiatric Aids	1,800	51,550	59,750	8,200	5%	\$ 31,570.00	\$ 28,200.00

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)  
**DATE:** 8/31/21

**NOTES:** \*Information was obtained from the SD Department of Labor and limited or no information was available for some information requested above.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

	YEAR 1	YEAR 2	YEAR 3
<b>Student Full-Time Equivalent (FTE)</b>	<b>20</b>	<b>30</b>	<b>30</b>
Headcount: Full-Time	20	30	30
Headcount: Part-Time	10	10	10
<b>Headcount: Total</b>	<b>30</b>	<b>40</b>	<b>40</b>
<b>Total Program or Site Capacity</b>	<b>30</b>	<b>40</b>	<b>40</b>

# **SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

## **Appendix 3: Program of Study**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	65

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
<b>I. GENERAL EDUCATION CORE</b>				
ENGL101	Composition	3	English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing.	Y
MATH114	College Algebra	3	This is a first year, one semester College Algebra course. It begins with a review of the fundamental concepts of the real number system, polynomials, factoring, rational expressions and complex numbers. It continues with linear equations and inequalities, graphs of functions, polynomial and rational functions, exponential functions and logarithmic functions. Systems of equations, matrices and determinants, and probability will be covered as time allows. Throughout the course there is extensive use of the graphing calculator.	Y
HC110	Basic Anatomy and Physiology	3	Designed for students beginning a health/science education and interested in pursuing an entry-level medical or health-related career. Emphasis is placed on the study of the basic structure and function of the human body. The students will recognize the normal anatomy and be able to apply it to their respective fields.	Y
PSYC101	General Psychology	3	Provides the student with an introduction to the basic psychological processes underlying human behavior. Topics include the functions of the brain and nervous system, the characteristics of sensation, perception and altered states of consciousness, learning and memory, the nature of thinking skills and intelligence, theories of motivation, emotion and personality, a survey of psychological disorders and approaches to therapy, social/interpersonal relations, and practical applications.	Y
PSYCXX	Abnormal Psychology	3	Abnormal psychology is the branch of psychology that studies unusual patterns of behavior, emotion and thought, which could possibly be understood as a mental disorder. Although many behaviors could be considered as abnormal, this branch of psychology typically deals with behavior in a clinical context.	N

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION****Appendix 3: Program of Study**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	65

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
HC106	Certified Nurse Aid	3	The focus of this course is to prepare the students to be nursing assistants in accordance with the South Dakota Board of Nursing. Students will be instructed in the following areas prior to having direct patient contact: communication and interpersonal skills, infection control, safety and emergency procedures, promoting residents' independence, and respecting residents' rights. Students will also be instructed in the following content areas: basic nursing assistant skills, personal care skills, mental health and social services, care of cognitively impaired clients, basic restorative nursing services, and residents' rights.	Y
SSS100	Student Success Seminar	2	This course provides students with tools and techniques that will help them be successful in their program of study. The course focuses on interactive exercises which will help the learner identify personal strengths, learning styles, and support resources. Reading and study techniques will also be practiced.	Y
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>20</b>	<b>TOTAL NEW COURSES:</b>	<b>1</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	65

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
<b>II. PROGRAM CORE</b>				
BHT 100	Introduction to Behavioral and Mental Health Technician	3	This course will provide an overview of the role of the behavioral health technician and career/education pathways. Fields of practice that will be explored further: aging, corrections, alcohol and substances of abuse, child welfare, mental health, and developmentally disabled. Students will develop self-awareness, analyze the helping relationship, and develop beginning group skills. Additional learning concepts will include role definition, boundaries, and ethics of professional relationships.	N
BHT 110	Cognitive and Behavioral Theory and Principles	3	Students will develop knowledge, skills, and abilities to apply the evidenced-based approaches of cognitive and behavioral approaches to treatment. Learning CBT and related principles (including contemplative theories, mindfulness-based strategies, dialectical behavior therapy, motivational interviewing, and more) will prepare students to be effective with clients getting treatment for psychiatric and substance use disorders.	N
BHT 120	Therapeutic Communication and Theory	3	Students will develop oral and written communication necessary to succeed in multiple settings including the workplace. Students will develop competency in developing therapeutic relationships and learn about theories and principles of speech communication from a wide range of perspectives. These principles are then applied to communication in interpersonal, small group, public, and organizational contexts.	N
BHT 130	Group Dynamics and Techniques	2	Students will be equipped with knowledge, skills, and competencies for entry level practice with individuals, families, and groups. Evidence based theories and practice models will be explored.	N
BHT 140	Human Development and Behavior	3	This course covers life-span development through the biological, psychological, sociocultural/spiritual perspectives of individual development. Students are introduced to skills and theoretical frameworks related to human behavior within variable social contexts across the lifespan.	N
BHT 150	Crisis Intervention and Stress Management	3	Basic strategies will be reviewed for initial crisis intervention, verbal de-escalation and assessment, resolution and/or referral, with emphasis on safety. Students will explore physiological processes regarding the short- and long-term approaches to stress. Concepts will include secondary traumatization, burnout, and remediation techniques.	N

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	65

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
BHT 160	Mental Wellness and Self Care	2	This course will introduce students to the nature of and experiences of mental health issues and their impact on individuals with mental health issues. It will also focus on measures at the individual and community levels for promoting mental health and well-being. Additional learning concepts will include mental illness and recovery, community health and mental health services, resiliency, social support, coping with stress, other forms of self-care (including strategies for promoting personal and occupational health and overall wellbeing.	N
BHT 170	Diversity and Ethics	2	This course will examine the major components of ethical theory as it relates to the human services field.	N
BHT 180S	Clinical Experience Seminar I	2	This course is the first in a series of clinical experiences throughout the behavioral health technician program. Knowledge, skills, and abilities will be acquired by gaining clinical experience under the direct supervision of a clinical instructor and professionals working in a clinical setting. Seminar/supervision classes will assist in integration of classroom work and field placement/rotations.	N
BHT 200	Substance Use and Addiction	3	Fundamentals of mood-altering chemicals, symptomology, and treatment of the use and addiction will be reviewed in this course. An emphasis will include an introduction to alcohol use disorder and its addictive effects. Basic knowledge of the medical effects of alcohol use and addiction will be gained by students. The biopsychosocial model, medical model, continuum of care for addictions, and personal risk for alcohol problems are key learning components.	N
BHT 210	Child, Adolescent, and Family Systems	3	Students will receive research-informed and practical education to psychopathology of child, adolescent, emerging adulthood, and family systems theory. Common child, adolescent, and family issues related to mental health, disabilities, abuse, neglect, and/or addictions will be reviewed including this specific population's cognition, behaviors, and emotional development.	N
BHT 220	Counseling Theory and Skills	3	This course serves as an introduction to basic counseling techniques such as nonjudgmental listening, reflection, feedback, goal setting, and basic solution skills. Educational topics: transference, countertransference, empathy, acceptance, genuineness, and respect. Various theories for counseling and psychotherapy will be reviewed.	N
BHT 230	Adult and Geriatric Services	2	This course will provide a thorough review of caring for adults and older adults in behavioral health and other human service settings. Topics: development of adults, mental health conditions, and the aging process.	N
BHT 240	Trauma Informed Care and Suicide Prevention/Intervention	3	This course provides students with an introduction the field of trauma and caring for those with traumatic experiences. Suicide prevention theories and evidence-based interventions will be explored in-depth.	N

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	65

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
BHT 250	Case Management, Assessment, and Clinical Documentation	3	This introductory course will prepare students with knowledge and skills for effective delivery of services. Best practices for assessment, case management, and documentation/record keeping are key learning components. Students will explore professional responsibility and cultural diversity in the context of case management practice.	N
BHT 260S	Clinical Experience Seminar II	2	This course is the second in a series of the behavioral health technician program. Knowledge, skills, and abilities will be acquired by gaining clinical experience under the direct supervision of a clinical instructor and professionals working in a clinical setting. Seminar/supervision classes will assist in integration of classroom work and field placement/rotations.	N
BHT 270S	Clinical Experience Seminar III	3	This course is a milestone learning experience in the behavioral health technician program. Students will be placed in an internship for practical experience and advanced practice. Seminar/supervision classes will assist in integration of classroom work and the field of placement.	N
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>45</b>	<b>TOTAL NEW COURSES:</b>	<b>17</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 4: Alignment Projection**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

**TOTAL CREDITS IN PROPOSED PROGRAM:**

65

I. STACKABLE OPPORTUNITIES						
PROGRAM NAME	x	Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program
Community Health Care Worker		Long-term Certificate	x	Forthcoming		
		Diploma				
		AAS			Fall 2022	16
						9

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
BS in Social Services	USD	x	Forthcoming			
				Fall 2022	120	42
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
BS in Human Services	NSU	x	Forthcoming			
				Fall 2022	120	45

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
Certified Nurse Aide Licensure	SD Board of Nursing	No

# **SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

## **Appendix 5: Financial Projections**

Southeast Technical College

AAS in Behavioral and Mental Health Technician

	YEAR 1	YEAR 2	YEAR 3
<b>Student FTE</b>	<b>20</b>	<b>30</b>	<b>30</b>

### **I. PROJECTED EXPENDITURES**

<b>A. ONE-TIME</b>			
New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other: Faculty Professional Development	\$ 8,000.00	\$ 5,000.00	\$ 5,000.00
<b>Sub-Total: One-time</b>	<b>\$ 8,000.00</b>	<b>\$ 5,000.00</b>	<b>\$ 5,000.00</b>

<b>B. RECURRING</b>			
<b>B.1. PERSONNEL</b>			
FTE (Faculty and Staff)	1	1	1
Salary & Benefits	\$ 86,450.00	\$ 89,044.00	\$ 91,715.00
<b>B.2. OPERATING</b>			
Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ 10,000.00	\$ -	\$ -
Supplies	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Travel	\$ 2,500.00	\$ 2,500.00	\$ -
Other	\$ -	\$ -	\$ -
<b>Sub-Total: Operating</b>	<b>\$ 15,000.00</b>	<b>\$ 5,000.00</b>	<b>\$ 2,500.00</b>
<b>Total: Recurring</b>	<b>\$ 101,450.00</b>	<b>\$ 94,044.00</b>	<b>\$ 94,215.00</b>

<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 109,450.00</b>	<b>\$ 99,044.00</b>	<b>\$ 99,215.00</b>
-----------------------------------	----------------------	---------------------	---------------------

### **II. PROJECTED REVENUE**

Tuition	\$ 74,400.00	\$ 111,600.00	\$ 111,600.00
State Fees	\$ 25,200.00	\$ 37,800.00	\$ 37,800.00
Local Fees	\$ 53,400.00	\$ 53,400.00	\$ 53,400.00
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 75,418.20	\$ 113,127.30
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

<b>TOTAL REVENUE</b>	<b>\$ 153,000.00</b>	<b>\$ 278,218.20</b>	<b>\$ 315,927.30</b>
----------------------	----------------------	----------------------	----------------------

<b>REVENUE - EXPENDITURES</b>	<b>\$ 43,550.00</b>	<b>\$ 179,174.20</b>	<b>\$ 216,712.30</b>
-------------------------------	---------------------	----------------------	----------------------

*\*Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*

**Notes:**

September 22, 2021

Mr. Nick Wendell  
Executive Director  
South Dakota Board of Technical Education  
C/O Southeast Technical College  
2320 N. Career Ave  
Sioux Falls, SD 57107

RE: Letter of support for development of a Behavioral Health Technician program at Southeast Technical College

Dear Mr. Wendell:

Health care is definitely changing as an industry. The need for Behavioral Health staff has been very high and COVID has certainly escalated that need. As a state, we will need skilled behavioral health technicians (BHT) to meet the inpatient needs of our communities.

As the Assistant Vice President for Avera Behavioral Health, I rely on a skilled BHT workforce to help manage the acute needs of our patients. These health care professionals have unique skills that provide life-saving care to patients of all ages. They delicately care for the emotional and physical needs of patients.

As advancements continue in the field of psychiatry, the need for a skilled BHT workforce continues to increase. In fact, we are embarking on a 28 million dollar expansion currently that will require us to employ several more BHT staff. While a four year degree in psychology or other related field can be a great path to a BHT, I feel a targeted two year path where they learn the specific skills needed for this role could be a fantastic way to learn the skills. This increase in demand for their services can only be met with an increase in skilled workers, which is why I am in favor of development of a BHT program at your institution in South Dakota.

Thank you for your consideration of this matter.

Very Respectfully,



Thomas L. Otten, MA LPC-MH  
Assistant Vice President  
Avera McKennan Hospital and University Health Center

September 23, 2021

4400 W. 69th Street, Suite 100  
Sioux Falls, SD 57108

Mr. Nick Wendell  
Executive Director  
South Dakota Board of Technical Education  
C/O Southeast Technical College  
2320 N. Career Ave  
Sioux Falls, SD 57107

RE: Letter of support for development of a Behavioral Health Technician program at Southeast Technical College

Dear Mr. Wendell:

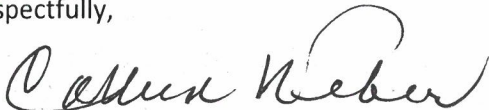
As a leader and nurse manager of 2 Behavioral Health inpatient units for the past 20+ years, I am keenly aware that there is a significant need for skilled/educated individuals who can care for and meet the needs of patients who come to us with acute mental health concerns. As I'm sure you would agree, our community and surrounding areas are experiencing rapid growth and so this need is even more crucial as more people join our service area.

The Behavioral Health Technician skill-set needed would include staff members who can therapeutically communicate, appropriately assess a patient's emotional and behavioral status and critically think through research-based interventions. The BHT is tasked to deliver care which is appropriate, beneficial and guided by the patient's comprehensive plan of care. Behavioral health care professionals possess unique skills by providing hands-on services which provide life-saving care to patients of all ages.

Due to the expanding need for behavioral health services in our area, the need for a skilled BHT workforce continues to increase. Based on this need, Avera Behavioral Health has embarked on a 28 million dollar expansion that will require us to employ many more BHT staff. While a four year degree in psychology or other related field can be a great path to a career as a BHT, we feel a targeted two year educational path where specific skills are taught to meet the special needs of this patient population would be ideal. Because of the increased demand for behavioral health services in our community and surrounding communities, I am in favor of developing a Behavioral Health Technician program at your institution.

Thank you for your careful consideration of this matter.

Respectfully,



Colleen Weber, R.N. BSN, PMH-BC

Manager, Child and Expressive Therapy Programs

Avera McKennan Hospital and University Health Center

Wade Hauglid  
3544 S. Gateway Blvd. #102  
Sioux Falls, SD 57106

South Dakota Board of Technical Education  
C/O Southeast Technical College  
2320 N. Career Ave  
Sioux Falls, SD 57107

RE: Letter of support for the development of a Behavioral Health Technician associate degree at  
Southeast Technical College

To whom it may concern:

I would like to recommend developing a program to help prepare future students to work in the field of behavioral health care, specifically behavioral health technicians. The need for behavioral health services has trended upward for the last several years, partially due the impact of the COVID-19 pandemic and greater awareness of mental health services and treatments. Another factor is the population increase in Sioux Falls and the surrounding areas. Previous pandemics, according to research, have shown negative impacts overall health and well-being. Additional impacts include increased depression, anxiety, psychotic disorders, exacerbation of addiction, social isolation, suicidal thoughts, self-harm, suicide attempts, and death by suicide.

Southeast South Dakota and the Sioux Falls area could benefit by having a program specific to the growing field of behavioral health. Providing a robust educational curriculum and experiences for students could integrate well with organizations and facilities in Sioux Falls and the surrounding area via clinical rotations/practicums/internships. For example, Avera Behavioral Health Center is expanding services for youth, adults, addiction care options for adolescents, seniors, and others at risk. Human Services Center in Yankton, SD and Avera Behavioral Health are some of the largest providers for inpatient and outpatient behavioral health and addiction care services. Additional human service organizations may find value in this program as well.

I worked in behavioral health services as a behavioral health technician and clinical educator for over 13 years. In May of 2021, I started working as an inpatient therapist at the Avera Addiction Care Center after obtaining a Master of Social Work degree. Having regularly communicated with clinical staff, leaders, and our medical director, I view a BHT academic program as opportunity to help support population and community health. The associate degree option could help give skills related to crisis intervention, suicide prevention and intervention, tools to care for various populations/age groups, family services, therapeutic communication, cognitive behavioral theory, co-occurring disorders education, clinical experiences, assessment and documentation, therapy group leadership skills, and diversity and ethics. Students may choose to continue education beyond this degree as I have commonly seen BHT's pursue nursing, social work, and similar educational/career paths.

Thank you for your consideration of this matter.

Very Respectfully,

Wade Hauglid, MSW, LSCW, ACT

September 30, 2021

Mr. Nick Wendell  
Executive Director  
South Dakota Board of Technical Education  
C/O Southeast Technical College  
2320 N. Career Ave  
Sioux Falls, SD 57107

RE: Letter of support for development of a Behavioral and Mental Health Technician Associate Degree program at Southeast Technical College

Dear Mr. Wendell:

I am writing to support the development of a Behavioral and Mental Health Technician Associate degree at your institution.

As the former CEO of LifeScape, I know first-hand the challenges and demands our organization faced in our effort to support the high percent of children and adults who had mental health and behavioral challenges in addition to their basic educational, medical and developmental support needs. When I retired from that role in 2019 over 60% of the people we supported needed more specialized services to help them manage their mental health and behavioral challenges. I understand that percentage has increased since my departure.

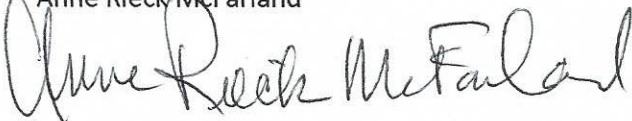
The direct support staff positions are demanding and difficult at best. When you ask people to support folks with mental health and unique behavior challenges you are putting both the worker and the client at significant risk. It is imperative for the well-being of all, that we have a workforce with the needed expertise to appropriately support and provide evidence-based interventions when people are experiencing mental health and behavioral episodes.

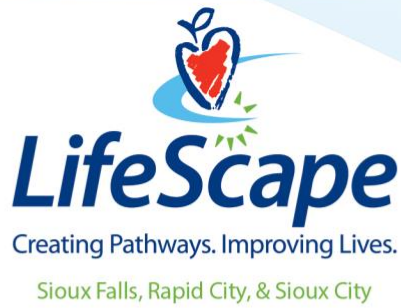
A more highly skilled workforce available to manage these situations could have a monumental impact on the people supported in terms of quality of life including them being more productive and independent. It could also result in reducing the burden on our hospitals and other emergency personnel who end up being called to intervene because the situation wasn't able to be resolved before it fully escalated. Further, such a program could help to stabilize a fragile workforce. The people performing these front-line jobs would be trained professionals who would be equipped to intervene in safe, appropriate and effective ways. The pride in their work would be enhanced and they would see greater success in helping people succeed and gain independence.

Thank you for your consideration of this matter.

Very Respectfully,

Anne Rieck McFarland





September 30, 2021

Mr. Nick Wendell  
Executive Director  
South Dakota Board of Technical Education  
C/O Southeast Technical College  
2320 N. Career Ave  
Sioux Falls, SD 57107

RE: Letter of support for development of a Mental Health Technician Associate Degree program at Southeast Technical College

Dear Mr. Wendell:

As a provider of behavioral and mental health services in our community, we at LifeScape are acutely aware of the backlog of needed and unmet mental health services, as well as the shortage of available and qualified mental health professionals.

I support the efforts of Southeast Technical College to develop programs that not only expand access to valuable services, but also provide entry into viable and in-demand careers for their students. I can speak personally and on behalf of my organization, that such a program would be a welcome addition into the mental health ecosystem of our region.

Very respectfully,

Kimberly Marso, Rh.D., BCBA-D, LBA  
Chief Operating Officer